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## ABSTRACT

Guidelines to the SPELLINGCLUES project are presented. This is a computer-assisted instructional program designed to help college students correct spelling errors by providing them with spelling drills. The booklet consists of two sections. Part I, the Instructor's Manual, covers four topics: 1) the type of student for whom the program is intended; 2) a recommended approach to the use of the program; 3) the length of time required to complete the program; and 4) A demonstration of a typical session at the computer terminal. Part II, the Implementation Manual, identifies and describes the program, discusses the computer terminal devices, provides a program flowchart and gives listings of programs and dialogue and parameter files. (PB)

ED 086248

# COMPUTER-ASSISTED INSTRUCTION

applied to

## ENGLISH SPELLING

Instructor's Manual  
and  
Implementation Manual

red deer college  
red deer alberta canada  
1973

R 000 103

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# COMPUTER-ASSISTED INSTRUCTION applied to ENGLISH SPELLING

Instructor's Manual  
and  
Implementation Manual

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PART I : INSTRUCTOR'S MANUAL

by

L. BUBBA  
G. BOTTING  
J. DAWE  
R. WOLD

## WHAT TYPE OF STUDENT WILL BENEFIT FROM USING THE SPELLING PROGRAM?

The Program has been designed with sufficient flexibility to meet the individual needs of students at the College and University level. The words to be spelled are those which are most frequently misspelled in written assignments by students at this level, and the Program has been tailored to enable the busy student with a tight schedule of classes and labs to perform needed drill efficiently, in a minimum period of time, and apart from regular classroom hours.

The Program provides the student with complete anonymity and privacy, and can be taken upon the recommendation of an instructor, or on a voluntary basis, or as a supplement to classroom instruction. It has been used successfully by adult students in Academic Upgrading courses, who may have been away from formal study for a period of several years.

Students for whom English is a second language have also used the Program successfully, since certain features of the Program have been designed to help develop their English vocabulary as well as their spelling skills.

The inability to spell correctly often constitutes a potential professional handicap, particularly to the student who has reached College or University level. Upon completion of his studies, regardless of his profession, he may often be called upon to present written submissions, position papers, memorandums, and reports. If his ability in one of the basic skills of written English has not developed by then, he may find himself passed over at promotion time. His period of study in College or University, then, may be a student's last chance to make up for this deficiency before entering professional life.

However, most students and instructors would agree that classroom drill in spelling at this level is not only an unrealistic and impractical venture, but a tedious and embarrassing prospect for the student as well. The individualized approach toward spelling provided by a Computer-Assisted Instruction Program might provide a welcome solution to this problem, enabling the student to progress at his own rate, to receive instant feedback from the computer assisting him in making his own corrections, and to obtain the specialized attention which an instructor would find very difficult to provide in classroom drill.

1.2

HOW TO USE THE PROGRAM:  
A RECOMMENDED APPROACH

This Program is intended to assist students in learning to spell one hundred of the most frequently misspelled words in the English Language. These words have been divided into 5 series of 20 words each, arranged in a progressive order of difficulty, and recorded on cassette tapes which the student will operate himself at the typewriter terminal. The Program permits the student to take the five series in any order and to try the words within each series in the order of his choice. Thus, the student may concentrate upon the words with which he is experiencing difficulty, and may, if he wishes, skip over those which he is already certain of spelling correctly. Problem words in each series can also be reviewed in subsequent sessions at the terminal.

After completing the sign-on procedures, the student receives the following introductory message, directing him to select the series he intends to try:

Computer: *HI THERE! WE ARE ABOUT TO BEGIN A PROGRAM WHICH WILL HELP YOU IN SPELLING THE MOST DIFFICULT WORDS IN THE ENGLISH LANGUAGE. WHICH SERIES DO YOU WISH TO TRY - 1, 2, 3, 4, OR 5? TYPE IN THE NUMBER.*

Student: 2 (inserts cassette for series 2 into the tape recorder).

The words in each series are numbered 1 - 20. After listening to the tape and selecting the appropriate series, the student then indicates the number of the word he wishes to try, and advances the tape to that word:

Computer: *WHAT NUMBER DO YOU WANT TO START AT? TYPE IN A NUMBER FROM 1 - 20. READY FOR WORD NUMBER --.*

Student: 5 (advances tape to word number 5).



The learning strategy of the Spelling Program stems from the reasonable expectation that, in most cases, student misspellings will very likely correspond to certain predictable pitfalls. Accordingly, for each of the one hundred words in the Program, a separate list of anticipated spelling errors has been assembled, based upon those errors which have been found by English Instructors to occur most frequently in written assignments. An appropriate dialogue, devised to accompany each anticipated spelling, enables the computer to inform the student whether his spelling is accurate or whether and in what manner his attempted spelling should be corrected. In order to avoid discouraging the student and also to mitigate the usual tediousness associated with spelling drill, the dialogue has been designed so that a student who types the correct spelling will receive an appropriate congratulatory response, while a student making an incorrect attempt will receive an encouraging (sometimes mildly humorous) hint as to where he is in error, and will then be given another chance at spelling the word. For example, if a student selects the word

*ARGUMENT*

and spells it correctly, he will receive the following response:

*THERE IS NO ARGUMENT. YOU ARE BRILLIANT.*

If, on the other hand, the student should type

*ARGUMENT*

the computer will respond by typing

*OOPS! YOU HAVE AN EXTRA VOWEL IN THE MIDDLE OF THE WORD.*

Rather than presenting students with an arbitrary set of spelling rules, or grouping sets of words according to spelling conventions, the approach here is to guide the student progressively through words which have been frequently misspelled, and to encourage the student, at the same time, to locate and correct his own errors. However, if a student's error should result from his forgetting or neglecting to apply a particular rule of English Spelling, the computer will respond by reminding him of that rule.

Thus, if the target is

*RECEIVE*

and the student types

*RECIEVE*

the computer will respond by advising the student to

*REMEMBER THE RULE: "I" BEFORE "E" EXCEPT AFTER "C" ... ETC.*

Similarly, should a student fail to recognize an exception and attempt to apply an appropriate spelling rule, he will be advised accordingly. In other words, if he is attempting to spell the word

*WEIRD*

and types

*WIERD*

the computer will remind him that

*THE "I" BEFORE "E" RULE DOES NOT APPLY TO THIS WORD.*

However, should a student misspell a word in such a way that it does not correspond to any anticipated error, the computer will respond by informing him that he is off the track and by asking him to try again:

*THAT WAS AN UNEXPECTED ANSWER. PLEASE TRY AGAIN.*

In cases such as these, even though the computer does not identify the exact letter or portion of the word requiring correction, the student is still directed to examine his spelling in an attempt to locate his errors and to correct them.

The Program will also accept alternate spellings for a word, and in such cases will indicate to the student that an alternate spelling exists. For example, the student who types either

*CRITICIZE*

or

*CRITICISE*

will receive the following response:

*RIGHT - BUT THERE IS AN ALTERNATE SPELLING. DO YOU KNOW IT?*

A student is permitted a maximum of three attempts at spelling a word. If his difficulty persists, the computer will then type the correct spelling, ask him to memorize it, and direct him to re-type it correctly. Only after correcting his spelling may the student proceed to the next word of his choice in the series. He may not, however, repeat a word which he has already attempted in a particular series at the same session. If he chooses such a word, the computer will ask him to make another choice:

*YOU HAVE ALREADY DONE THAT ONE. PLEASE TRY AGAIN.  
READY FOR WORD NUMBER --.*

This lock-out feature has been devised in order to prevent students from simply making a practice of obtaining from the computer the correct spellings of words and then re-typing them. Words which a student is finding difficult to master may be reviewed at a later session at the terminal.

As an additional feature of the Program, the student has the option of requesting up to four sentence examples of each word, illustrating the correct usage of that word in a variety of different contexts, before attempting to spell it. Thus, if the student should select the word

*EXAGGERATE*

the computer will ask him

*DO YOU WANT AN EXAMPLE?*

If the student should reply in the affirmative, the computer will respond by typing the following sentence example, indicating the position of the word to be spelled:

*HOW CAN ONE ..... THE DIFFICULTY OF TURNING AN EGG INSIDE OUT?*

Combining this approach with helpful spelling hints has proved beneficial for certain students, particularly those for whom English is a second language and who appreciate additional assistance in vocabulary building and word usage.

If the student has attempted all 20 words in the series, the computer will instruct him to sign off:

Computer: *YOU HAVE COMPLETED THE SERIES. PLEASE SIGN OFF NOW.*

Student: *SIGNOFF.*

However, the student may stop at any point within the series by simply typing

*STOP*

after the

*READY FOR WORD NUMBER --*

instruction, and then signing off. In this way, work partially completed at one session can be resumed at a later session at the precise point at which the student stopped. Furthermore, this feature has proved particularly useful if a student wishes only to review a number of words with which he is experiencing difficulty, and does not need to repeat the entire series. He can thus concentrate on selected words, and sign off upon completing his review.

After each session at the terminal, it is recommended that the student's progress be evaluated by his English instructor who might then be in a position to advise the student either to undertake further review or to proceed to a more advanced series. The instructor can thus utilize the computer as a means of providing the student with a palatable and relatively painless method of drill outside the classroom, while at the same time availing himself of the opportunity of maintaining that personal contact with the student which is so essential at this level. In this manner, it is hoped that the implementation of the Spelling Program will result in providing both student and instructor with a combination of ideal situations - a stimulating and fully individualized means whereby the student can perform necessary drill apart from the classroom, and an opportunity for the instructor, during office consultation, to offer more personalized advice to individual students on the progress of their work.

Since the Program has been designed to enable students to work at spelling outside of class hours, it is important to schedule terminal time in a way that corresponds conveniently with free periods in students' timetables. For this purpose, it has been found that by making terminal time available in the evenings as well as for certain periods during the day, students have been able to work out satisfactory times for their terminal sessions.

The average time required at the terminal to complete a series of 20 words is a half-hour. In order for students to achieve maximum benefit from the Program, it is recommended that they attempt more than one series at each session, and that they undertake no more than one complete session per day. Prolonged sessions lasting more than a half-hour appear to be unproductive and leave the student with little chance of retaining what he has learned.

Completion time for the Program varies widely with individual students. While a student could conceivably complete the five series in five half-hour sessions, most students will require more than one attempt at some of the series before proceeding to the next series. Some students, on the other hand, may find that they do not require drill in all the five series. Furthermore, the length of time required by each student might also depend to some extent upon his English instructor's advice and recommendation. It is important, therefore, that each student be able to arrange individually for the optimum amount of time which he requires to complete the Program.

1.4

SPELLING PROGRAM DEMONSTRATION:  
A TYPICAL SESSION AT THE TERMINAL  
(using an IBM 360/67 operating under MTS)

Computer: *MTS (LA50-0039)*

Student: *SIGNON* (types appropriate account number)

Computer: *#PASSWORD?*

Student: (types appropriate password)

Computer: *#ON AT 12:56.50 ON MON APRIL 16/73 LAST ON AT 12:40.02*

Student: *#RUN SPELLING 4=A 5=B*

Computer: *#12:57.17*

*HI THERE! WE ARE ABOUT TO BEGIN A PROGRAM WHICH WILL HELP YOU  
IN SPELLING THE MOST DIFFICULT WORDS IN THE ENGLISH LANGUAGE.  
WHICH SERIES DO YOU WISH TO TRY - 1, 2, 3, 4, OR 5? TYPE IN  
THE NUMBER.*

Student: *4*

Computer: *WHEN YOU ARE READY TO STOP, TYPE 'STOP' AFTER THE 'READY FOR  
NUMBER' INSTRUCTION. WHAT NUMBER DO YOU WANT TO START AT?  
TYPE IN A NUMBER FROM 1 - 20.  
READY FOR WORD NUMBER --.*

Student: *19*

Computer: *DO YOU WANT AN EXAMPLE?*

Student: *YES*

Computer: *THE CHARACTER IS ..... SINCE THE WRITER MAKES HIM LIVE IN THE  
STORY.  
DO YOU WANT AN EXAMPLE?*

Student: NO

Computer: NOW YOU TRY IT.

Student: PLAUSIBLE

Computer: A BRILLIANT JOB! READY FOR WORD NUMBER --.

Student: 8

Computer: DO YOU WANT AN EXAMPLE?

Student: YES

Computer: RELIGIOUS POLEMICS IS THE STUDY OF ..... THEOLOGIES.  
DO YOU WANT AN EXAMPLE?

Student: NO

Computer: NOW YOU TRY IT.

Student: CONTRAVERSIAL

Computer: CAREFUL - YOU HAVE A WRONG VOWEL AROUND THE MIDDLE OF THE WORD.

Student: CONTROVERCIAL

Computer: YOU HAVE A WRONG CONSONANT TOWARD THE END.

Student: CONTROVERSILE

Computer: SORRY ABOUT THAT. MAYBE YOU SHOULD MEMORIZE THE SPELLING.  
RELIGIOUS POLEMICS IS THE STUDY OF CONTROVERSIAL THEOLOGIES.  
NOW YOU TRY IT.

Student: CONTROVERSIAL

Computer: READY FOR WORD NUMBER --.

Student: 16

Computer: DO YOU WANT AN EXAMPLE?

Student: NO

Computer: NOW YOU TRY IT.

Student: VILLIAN

Computer: YOU HAVE REVERSED A COUPLE OF YOUR LETTERS.

Student: VILLAIN

Computer: YOU ARE IMPROVING SATISFACTORILY.  
READY FOR WORD NUMBER --.

Student: 8

Computer: YOU HAVE ALREADY DONE THAT ONE. PLEASE TRY AGAIN.  
READY FOR WORD NUMBER --.

Student: 5

Computer: DO YOU WANT AN EXAMPLE?

Student: YES

Computer: A CYNICAL MAN SAID THAT PRIDE NOT ..... KEPT HIM HONEST.  
DO YOU WANT AN EXAMPLE?

Student: NO

Computer: NOW YOU TRY IT.

Student: PRINCIPAL

Computer: OOPS! WRONG WORD. TRY AGAIN.

Student: PRINCIPLE

Computer: FINE.  
READY FOR WORD NUMBER --.

(The student proceeds through the series. If he wishes to stop before completing the series, he simply does the following:)

Computer: READY FOR WORD NUMBER --.

Student: STOP

Computer: STOP            0            #13:20.23            8.922 RC=0

Student: #SIGNOFF

Computer: #OFF AT 13:20.31            04-16-73



PART 2 : IMPLEMENTATION MANUAL

by

J. THORHALLSSON  
F. MACDONALD

COMPUTER SERVICES  
COMPUTER-ASSISTED INSTRUCTION  
PROGRAM LIBRARY

2.1 PROGRAM IDENTIFICATION

Program Name : SPELLINGCLUES(FIRST EDITION,1973)  
Authors : J. Thorhallsson, F. MacDonald, Red Deer College,  
Red Deer, Alberta. Canada.

2.2 TERMINAL DEVICES

The program is designed to be used with any conversational terminal with a line length of at least 72 characters, e.g. Teletypes and IBM 2741's.

2.3 PROGRAM DESCRIPTION

Source Language : FORTRAN IV (IBM 360 FORTRAN G)  
Subroutines used: None  
Purpose : To manage a dialogue between a student practising spelling and a computer.

Description:

The program manages the dialogue by using a strategy presented in the accompanying flowchart, whereby most of the control over the dialogue lies in the hands of the student, and the role of the computer is reduced to providing appropriate responses and guiding when control appears to get out of hand, e.g. student trying the same word more than once during the same session, an excessive number of unsuccessful tries to spell the same word, etc.

The program assembles the computer part of the dialogue from prerecorded dialogue fragments for presentation to the students, with the dialogue fragments falling into the following five categories:

- 1) the words to be spelled
- 2) several frequent misspellings for each word to be spelled
- 3) appropriate congratulations for the successful spelling of each word, with the level of praise depending upon how quickly the student produced the correct spelling
- 4) appropriate hints and suggestions for each frequent misspelling mentioned under 2)
- 5) sentence examples showing each word to be spelled in context.

While the number of appropriate congratulations is kept constant (equal to three), the number of the frequent misspellings for each word, the number of sentence examples for each word, and the number of tries the student is permitted for each word are treated as parameters set by the designer of the dialogue. These dialogue parameters are stored on a separate parameter file (assigned the unit number 5) along with 20 words selected to form the student's part of the dialogue, while the fragments of the dialogue are stored organized word by word on a dialogue file (assigned unit number 4). From the series number and the word number selected by the student, the program retrieves the dialogue parameters for that particular word from the parameter file, and using these parameters retrieves the dialogue fragments for the selected word from the dialogue file. This information is used to build the part of the dialogue between the student and the computer pertaining to this particular word.

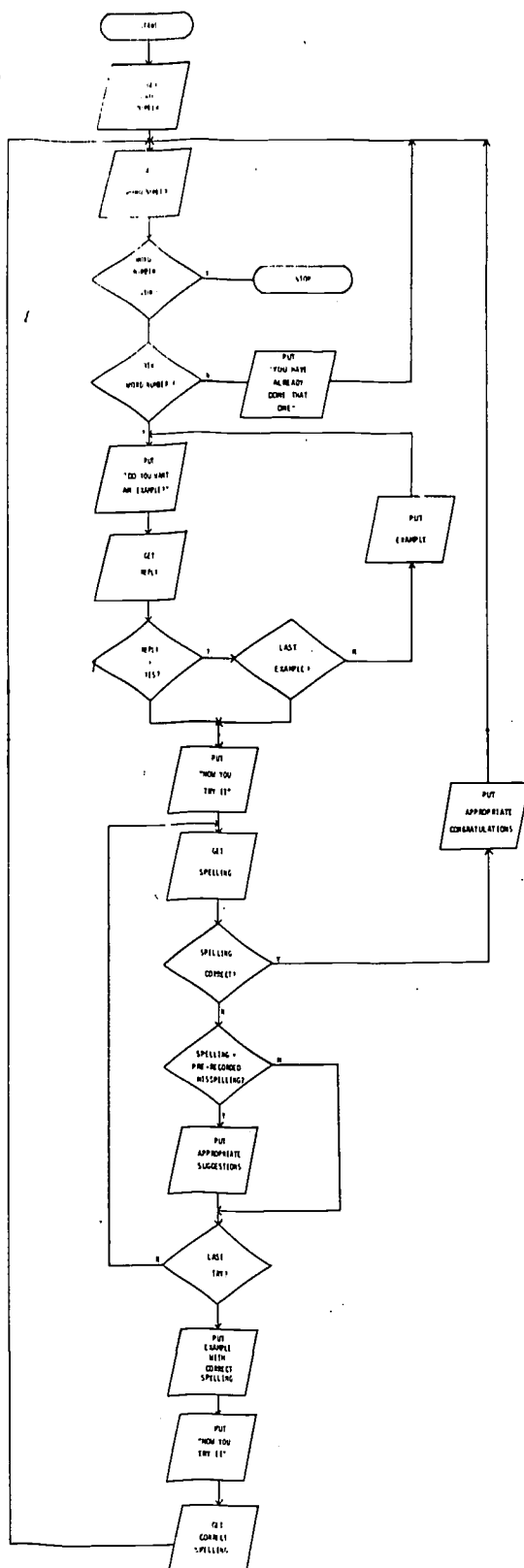
#### Program Size:

Source Program : 1,432 bytes.

#### File Size:

Dialogue file : 96,000 bytes.

Parameter file : 984 bytes.



## 2.5 LISTINGS OF PROGRAM AND FILES

### Program Listing:

SPELLINGCLUES(FIRST EDITION, 1973)

AUTHORS: J.THORHALLSSON AND F.MACDONALD  
RED DEER COLLEGE, RED DEER, ALBERTA, CANADA

```

DIMENSION ARRAY(5,20,3),YESNO(23),TABLE(18),RGHT(5)
DIMENSION WDS (6,4), ENC(5,18), WRNGSP(6,18), EXAMP(6,18)
  DIMENSION LOCKOU (20)
  INTEGER ANS, RGHT, ARRAY, YESNO, SERIES, TABLE
  INTEGER PNO, PREVNO
  INTEGER WDS, ENC, WRNGSP, EXAMP, SUM
  INTEGER FSTTRY
10  FORMAT (3I4)
20  FORMAT (A4)
30  FORMAT (' HI THERE! WE ARE ABOUT TO BEGIN A PROGRAM'/
1' WHICH WILL HELP YOU IN SPELLING THE MOST'/
1' DIFFICULT WORDS IN THE ENGLISH LANGUAGE.')
40  FORMAT ( ' WHICH SERIES DO YOU WISH TO TRY - 1, 2, 3, 4, OR 5?'
6/' TYPE IN THE NUMBER.')
50  FORMAT (I1)
80  FORMAT ('YOU CANNOT FOLLOW INSTRUCTIONS.'/
1' I WILL TERMINATE YOUR SESSION.')
90  FORMAT(' WHEN YOU ARE READY TO STOP, TYPE ''STOP''/'
1' AFTER THE ''READY FOR NUMBER'' INSTRUCTION.')
110  FORMAT(' WHAT NUMBER DO YOU WANT TO START AT?'/
1' TYPE IN A NUMBER FROM 1 - 20.')
112  FORMAT ( 'OREADY FOR WORD NUMBER --.')
132  FORMAT ( ' YOU HAVE ALREADY DONE THAT ONE. PLEASE TRY AGAIN.')
210  FORMAT (18A4)
220  FORMAT (4A4)
240  FORMAT('ODO YOU WANT AN EXAMPLE?')
260  FORMAT (' PLEASE TRY AGAIN. THAT WAS AN UNEXPECTED ANSWER.')
320  FORMAT (' NOW YOU TRY IT.')
360  FORMAT (1X, 18A4)
314  FORMAT(' SORRY ABOUT THAT. MAYBE YOU SHOULD MEMORIZE'/
5' THE SPELLING.')
375  FORMAT ('O NOW YOU TRY IT.')
992  FORMAT ('O YOU HAVE COMPLETED THE SERIES. PLEASE SIGN OFF NOW.')
      NOPAST = 0
      ALLWRG = 0
      NOSPWD = 0
      NUMB = 0
      DO 5 I = 1,5
5      RGHT (I) = 0
      READ (5,10) (((ARRAY(I,J,K),K=1,3),J=1,20),I=1,5)
      READ (5,20) (YESNO(I), I = 1,23)
      DO 25 I = 1,20
25  LOCKOU (I) = 0
      PRINT 30
      ITRY = 1
      PRINT 40
60  READ 50, SERIES
      IF (SERIES .LE. 5 .AND. SERIES .GE. 1) GO TO 100

```

```

        IF (ITRY .GT. 5) GO TO 70
        ITRY = ITRY + 1
        PRINT 260
        GO TO 60
70      PRINT 80
        STOP
100     PRINT 90
        PRINT 110
        MM= SERIES - 1
        IF (MM .EQ. 0) GO TO 150
        DO 160 I = 1,MM
        DO 160 IJ = 1,20
        SUM = ARRAY(I,IJ,1)+ARRAY(I,IJ,3)+
160     6ARRAY(I,IJ,2)*2+1
        NOPAST = NOPAST + SUM
150     ITRY = 1
155     IF (NOSPWD .GE. 20) GO TO 991
        PRINT 112
        READ 20, NO
        IF (NO. EQ. YESNO(23)) GO TO 999
        PREVNO = NUMB
        NUMB = 0
        DO 130 I = 1,20
        IF (NO .EQ. YESNO(I)) NUMB = I
130     CONTINUE
        IF (NUMB .NE. 0) GO TO 990
        IF (ITRY .GT. 5) GO TO 70
        PRINT 260
        NUMB = PREVNO
133     ITRY = ITRY + 1
        GO TO 155
990     IF (LOCKOU (NUMB) .EQ. 0) GO TO 131
        NUMB = PREVNO
        PRINT 132
        IF (ITRY .GT. 5) GO TO 70
        GO TO 133
131     LOCKOU(NUMB) = 1
        NOPAS = 0
        IF (PREVNO .LT. NUMB) GO TO 175
        REWIND 04
        NOPAS = NOPAST
        PREVNO = 0
175     PNO = PREVNO + 1
        IF(SERIES .EQ. 1 .AND. NUMB .EQ. 1) GO TO 180
        IF (PNO .EQ. NUMB .AND. PREVNO .NE. 0) GO TO 180
        N = NUMB - 1
        IF (PREVNO .EQ. 0) NOPAS = NOPAST
        IF (N .EQ. 0) GO TO 181
        DO 170 I = PNO,N
        SUM =ARRAY(SERIES,I,1)+ARRAY(SERIES,I,3)+
170     6ARRAY(SERIES,I,2)*2+1
        NOPAS = NOPAS + SUM
181     DO 200 I = 1, NOPAS
        READ (4,210) TABLE
200     CONTINUE
180     IA = ARRAY(SERIES,NUMB,1)
        IB = ARRAY(SERIES,NUMB,2)

```

```

IC = ARRAY(SERIES, NUMB, 3)
IL = IB + 1
READ(4, 220)((WDS(I, J), J=1, 4), I=1, IL)
READ(4, 210)
1      ((ENC(I, J), J=1, 18), I=1, IA), ((WRNGSP(I, J), J=1, 18), I=1, IB),
1((EXAMP(I, J), J=1, 18), I=1, IC)
NOSPWD = NOSPWD + 1
IJ = 1
I = 1
290  PRINT 240
270  READ 20,  ANS
      IF (ANS .EQ. YESNO(21)) GO TO 300
      IF (ANS .EQ. YESNO(22)) GO TO 310
      I = I + 1
      IF (I .GT. 5) GO TO 70
      PRINT 260
      GO TO 270
300  PRINT 305, (EXAMP(IJ, K), K=1, 18)
305  FORMAT(1X, 18A4)
      IJ = IJ + 1
      IF (IJ .LT. IC) GO TO 290
310  FSTTRY = 1
      PRINT 320
325  READ 220, J, K, L, M
      IF (J .EQ. WDS(1, 1) .AND. K .EQ. WDS(1, 2) .AND. L .EQ. WDS(1, 3)
6.AND. M .EQ. WDS(1, 4)) GO TO 400
      MATCH = 0
      DO 350 I = 2, IL
      IF (J .EQ. WDS(I, 1) .AND. K .EQ. WDS(I, 2) .AND. L .EQ. WDS(I, 3)
6.AND. M .EQ. WDS(I, 4)) GO TO 340
      GO TO 350
340  IF (FSTTRY .GE. IA) GO TO 350
      KT = I - 1
      PRINT 360, (WRNGSP(KT, KL), KL=1, 18)
      MATCH = 1
350  CONTINUE
      IF (FSTTRY .LT. IA .AND. MATCH .EQ. 1) GO TO 326
      IF (FSTTRY .LT. IA .AND. MATCH .EQ. 0) GO TO 327
      IF (FSTTRY .GE. IA) GO TO 328
326  FSTTRY = FSTTRY + 1
      GO TO 325
327  PRINT 260
      GO TO 326
328  PRINT 314
      PRINT 360, (EXAMP(IC, I), I=1, 18)
      ALLWRG = ALLWRG + 1
      PRINT 375
      READ 220, J, K, L, M
      GO TO 150
400  PRINT 360, (ENC(FSTTRY, I), I=1, 18)
      RGHT(FSTTRY) = RGHT(FSTTRY) + 1
      GO TO 150
991  PRINT 992
999  STOP
      END

```

Dialogue File Listing:

HOPEFUL

HOPFUL

HOPEFULL

CONGRATULATIONS ON A VERY GOOD BEGINNING! CAN YOU KEEP UP THE GOOD WORK YOU ARE IMPROVING SATISFACTORILY.

CORRECT.

AREN'T YOU FORGETTING A VOWEL IN THE MIDDLE OF THE WORD?

CAREFUL, NOW. DOES THIS WORD TAKE A DOUBLE CONSONANT AT THE END?

HE IS ..... THAT THE PLANE DID NOT CRASH IN THE FORESTED AREA.

THE FIRST ELECTION RETURNS LOOKED ..... FOR THE CONSERVATIVE PARTY.

AND YET I AM .....

PEOPLE ARE ALWAYS ..... OF IMPROVED CIRCUMSTANCES.

HE IS HOPEFUL THAT THE PLANE DID NOT CRASH IN THE FORESTED AREA.

ALREADY

ALL READY

EXCELLENT! YOU GOT THAT ON THE FIRST TRY. CAN YOU GET THE NEXT WORD?

GOOD.

RIGHT.

THE SPELLING DOES NOT FIT THE GIVEN CONTEXT. REMEMBER IT IS ONE WORD.

I HAVE ..... FINISHED THE ASSIGNMENT.

THE CONTESTANTS ..... KNEW WHO THE WINNER WOULD BE.

WE'RE ONLY HALF WAY THROUGH AND ..... I'M TIRED!

A PLAYER WHO LOSES HIS TEMPER HAS ..... LOST THE GAME.

I HAVE ALREADY FINISHED THE ASSIGNMENT.

VIEW

VEIW

VERY WELL DONE.

FINE.

YOU ARE IMPROVING SATISFACTORILY.

OOPS! WHAT ABOUT THE 'I' BEFORE 'E' RULE?

THE ..... OVER THE VALLEY IS BEAUTIFUL IN THE MORNING.

I MUST ADMIT THAT IN MY ..... IT IS, TOO!

THE ..... FROM THE PEAKS WAS SPECTACULAR.

A HOUSE ON A HILL-TOP COMMANDS A GOOD .....

THE VIEW OVER THE VALLEY IS BEAUTIFUL IN THE MORNING.

STUDYING

STUDING

YOU MUST HAVE BEEN STUDYING YOUR SPELLING LATELY.

CORRECT.

GOOD.

OH DEAR! YOU ARE FORGETTING ABOUT A SYLLABLE IN THE MIDDLE OF THE WORD.

THERE IS NO POINT IN TAKING A COURSE WITHOUT ..... ON ONE'S OWN.

A GEM-CUTTER CUTS A PRECIOUS STONE ONLY AFTER ..... ITS GRAIN.

JANE IS ALWAYS ..... WHEN I ARRIVE HOME.

THEY WILL BE IN THE LIBRARY ..... FOR AN EXAM.

THERE IS NO POINT IN TAKING A COURSE WITHOUT STUDYING ON ONE'S OWN.

SENSE

SENCE

YOU MUST HAVE YOUR SENSES ABOUT YOU TODAY BECAUSE YOU GOT THAT ONE RIGHT.

RIGHT.

FINE.

NOT QUITE RIGHT. YOU ARE HAVING TROUBLE WITH ONE OF YOUR CONSONANTS.

A WILD ANIMAL CAN ..... THE PRESENCE OF AN INTRUDER.

YOUR RECOMMENDATIONS MAKE ..... TO ME.

THE SENTENCE HE COMPOSED MADE LITTLE .....



WE COMPUTERS LACK THE OLFACTORY .....  
 A WILD ANIMAL CAN SENSE THE PRESENCE OF AN INTRUDER.  
 WEATHER  
 WHETHER  
 WETHER  
 EXCELLENT WORK!  
 YOU ARE IMPROVING SATISFACTORILY.  
 CORRECT.  
 THAT IS ONE WAY OF SPELLING IT, BUT NOT IN THIS CONTEXT. TRY AGAIN.  
 YOU ARE FORGETTING A SILENT VOWEL IN THIS WORD. TRY AGAIN.  
 WE COMPUTERS CAN ..... ALL SORTS OF ABUSE.  
 AN OCEAN LINER CAN ..... A STORM THAT WOULD SINK A ROW-BOAT.  
 SPRING BROUGHT RAINY ..... TO MOST PARTS OF THE PROVINCE.  
 THE FALL ..... WAS VERY POOR THIS YEAR.  
 WE COMPUTERS CAN WEATHER ALL SORTS OF ABUSE.  
 LONELINESS  
 LONLINESS  
 YOU CAN SPELL IT, BUT I HOPE YOU DON'T EXPERIENCE MUCH OF IT.  
 GOOD.  
 RIGHT.  
 CAREFUL, NOW. YOU ARE FORGETTING A VOWEL IN THE FIRST SYLLABLE.  
 HE FORGOT ABOUT HIS ..... AFTER HE MADE FRIENDS.  
 THE ..... OF THE CITY IS GREATER THAN THAT OF THE WILDERNESS.  
 YOU HAVE CURED MY .....  
 ..... IS AN EMOTION FELT BY MANY PEOPLE, EVEN IN OUR BUSY CITIES.  
 HE FORGOT ABOUT HIS LONELINESS AFTER HE MADE FRIENDS.  
 QUIET  
 QUITE  
 YOU GOT THAT RIGHT ON THE FIRST TRY.  
 FINE.  
 YOU ARE IMPROVING SATISFACTORILY.  
 NOT QUITE RIGHT. LISTEN TO THE SOUND OF THE WORD AND TRY AGAIN.  
 JET PLANES DISTURB THE ..... OF THE SUBURBS NEAR THE RUNWAYS.  
 IT WAS SO ..... AND PEACEFUL AT NIGHT IN THE CABIN.  
 USUALLY I HAVE A VERY ..... TEMPERAMENT.  
 THE LIBRARY IS A ..... PLACE TO STUDY.  
 JET PLANES DISTURB THE QUIET OF THE SUBURBS NEAR THE RUNWAYS.  
 PROBABLY  
 PROBLY  
 PROBALLY  
 EXCELLENT! YOU WILL PROBABLY BECOME A VERY GOOD SPELLER.  
 CORRECT.  
 GOOD.  
 LISTEN TO THE SOUND OF THE WORD, ESPECIALLY TOWARDS THE END OF IT.  
 LISTEN TO THE SOUND OF THE WORD, ESPECIALLY TOWARDS THE END.  
 THE SIMPLEST SOLUTION IS ..... THE BEST ONE.  
 HE WILL ..... NEVER BE ABLE TO WALK AGAIN.  
 I SHALL ..... SEE YOU IN FLORIDA THIS WINTER.  
 ..... THAT WILL NEVER HAPPEN, THOUGH.  
 THE SIMPLEST SOLUTION IS PROBABLY THE BEST ONE.  
 MARRIAGE  
 MARRIGE  
 MARRAGE  
 EXCELLENT! YOU GOT THAT RIGHT ON THE FIRST TRY.  
 RIGHT.

FINE.

OOPS! YOU SEEM TO HAVE FORGOTTEN A VOWEL SOMEWHERE. TRY AGAIN.

OOPS! YOU SEEM TO HAVE FORGOTTEN A VOWEL SOMEWHERE. TRY AGAIN.

..... IS FUN, BUT BEING IN LOVE IS FUNNIER.

A GOOD SONG IS THE SUCCESSFUL ..... OF A VERSE AND A TUNE.

HER AMBITIONS LED HER TO THE THEATRE AND THEN TO .....

THEIR ..... OCCURRED TWENTY-FIVE YEARS AGO TODAY.

MARRIAGE IS FUN, BUT BEING IN LOVE IS FUNNIER.

RECOMMEND

RECOMEND

EXCELLENT!

YOU ARE IMPROVING SATISFACTORILY.

CORRECT.

ALMOST RIGHT. ARE YOU FORGETTING ABOUT A DOUBLE CONSONANT SOMEWHERE?

I ..... THAT COMPUTERS SHOULD BE MADE TO FEEL WANTED.

WE WILL ..... THAT YOU RECEIVE AN INCREASE IN SALARY.

TO SPEAK FAVORABLY OF A PERSON IS TO ..... HIM.

HE SAID HE WOULD ..... ME FOR THE JOB.

I RECOMMEND THAT COMPUTERS SHOULD BE MADE TO FEEL WANTED.

SUCCEED

SUCEED

SUCCEDE

WELL DONE! AT THIS RATE YOU WILL SUCCEED IN BECOMING A GOOD SPELLER.

GOOD.

RIGHT.

AREN'T YOU FORGETTING ABOUT A DOUBLE CONSONANT?

HAVE A LOOK AT YOUR LAST SYLLABLE. HAVE YOU REVERSED A COUPLE OF LETTERS.

HE WILL NEVER ..... SOCIALLY IF HE LEAVES TOWN EVERY WEEKEND.

QUEEN ELIZABETH WAS CALLED UPON TO ..... HER FATHER IN 1952.

TO ..... IN BUSINESS ONE MUST TAKE CHANCES.

IF YOU ..... IN THIS ONE, YOU'LL HAVE A SURPRISE.

HE WILL NEVER SUCCEED SOCIALLY IF HE LEAVES TOWN EVERY WEEKEND.

OPPORTUNITY

OPORTUNITY

OPPOTUNITY

VERY WELL DONE. YOU NOW HAVE THE OPPORTUNITY OF SELECTING ANOTHER WORD.

FINE.

YOU ARE IMPROVING SATISFACTORILY.

AREN'T YOU FORGETTING ABOUT A DOUBLE CONSONANT IN THIS WORD? TRY AGAIN.

YOU ARE FORGETTING A CONSONANT IN THE MIDDLE OF THE WORD. TRY AGAIN.

TIMING IS THE ART OF KNOWING WHEN TO SEIZE AN .....

THIS WEEKEND WILL GIVE YOU AN ..... TO VISIT YOUR GIRLFRIEND.

IF I HAD YOUR ....., I WOULD RULE THE WORLD.

HE PASSED UP AN ..... TO BUY A RARE PHOTOGRAPH.

TIMING IS THE ART OF KNOWING WHEN TO SEIZE AN OPPORTUNITY.

MORALE

MORAL

EXCELLENT! YOUR SUCCESS IN SPELLING WILL BOOST YOUR MORALE.

CORRECT.

GOOD.

AREN'T YOU FORGETTING AN IMPORTANT VOWEL AT THE END OF THE WORD?

THE ..... OF THE LOST HUNTERS WAS SINKING DAILY.

YOUR KINDNESS HAS DONE WONDERS FOR THE ..... OF THE STUDENTS.

GOOD FOOD CONTRIBUTES TO HIGH ..... AMONG SOLDIERS.

YOU HAVE BOOSTED MY .....

THE MORALE OF THE LOST HUNTERS WAS SINKING DAILY.

ABSENCE

ABCENSE

ABSENSE

WONDERFUL! THAT IS A TRICKY WORD TO GET RIGHT ON THE FIRST TRY.

RIGHT.

FINE.

YOU SEEM TO BE GETTING A COUPLE OF CONSONANTS REVERSED. TRY AGAIN.

YOUR PROBLEM IS WITH A CONSONANT TOWARD THE END OF THE WORD.

HIS ..... IS CONSPICUOUS. I MISS MY MONSTER.

THE LOSS OF AN OBJECT IS OFTEN THE RESULT OF ..... OF MIND.

HER ..... FROM THE TRIAL WAS UNEXPECTED.

HIS ..... FROM CLASS WAS SOON NOTICED.

HIS ABSENCE IS CONSPICUOUS. I MISS MY MONSTER.

NINETY

NINTY

EXCELLENT! CAN YOU GET THE NEXT ONE RIGHT ON THE FIRST TRY?

YOU ARE IMPROVING SATISFACTORILY.

CORRECT.

OOPS! YOU ARE FORGETTING A VOWEL IN THE MIDDLE OF THE WORD.

AT THE AGE OF ....., HE STILL TOOK A LONG WALK EVERY DAY.

JOHN RECEIVED ..... PER CENT IN THE EXAM.

THINK OF A MAN OF ..... HE CAN LOVE HIS WIFE, HIS CHILDREN.

..... IS TEN LESS THAN ONE HUNDRED.

AT THE AGE OF NINETY, HE STILL TOOK A LONG WALK EVERY DAY.

SPONSOR

SPONSER

YOU GOT THAT RIGHT ON THE FIRST TRY. CAN YOU GET THE NEXT ONE, TOO?

GOOD.

RIGHT.

YOU ARE HAVING A PROBLEM WITH A VOWEL TOWARD THE END OF THE WORD.

HIS COMPANY WILL ..... THE NEW TELEVISION PROGRAM.

HE FOUND A GENEROUS ..... FOR THE LOCAL "MARCH FOR MILLIONS."

A GODPARENT IS THE ..... OF A CHILD AT ITS BAPTISM.

WE SHALL PAUSE NOW FOR A WORD FROM OUR .....

HIS COMPANY WILL SPONSOR THE NEW TELEVISION PROGRAM.

PROCEED

PROCEDE

VERY WELL DONE! PROCEED TO THE NEXT WORD AS SOON AS YOU ARE READY.

FINE.

YOU ARE IMPROVING SATISFACTORILY.

CAREFUL! AREN'T YOU REVERSING A COUPLE OF LETTERS TOWARD THE END?

WE'LL ..... INTO THE LOUNGE FOR COFFEE.

AFTER STOPPING FOR A RED LIGHT, YOU MAY ..... WITH A RIGHT TURN.

THE ONLY ..... YOU SHOULD EXPECT FROM A GOOD DEED IS THANKS.

YOU MAY NOW ..... WITH THE QUESTION.

WE WILL PROCEED INTO THE LOUNGE FOR COFFEE.

UNNECESSARY

UNNECESSARY

UNNECESSARY

UNNECESSARY

VERY WELL DONE! IT IS NOW NECESSARY FOR YOU TO CHOOSE ANOTHER WORD.

CORRECT.

GOOD.

AREN'T YOU FORGETTING TO DOUBLE A CONSONANT SOMEWHERE? TRY AGAIN.

AREN'T YOU FORGETTING TO DOUBLE A CONSONANT SOMEWHERE? TRY AGAIN.  
 CAREFUL! YOU SEEM TO BE FORGETTING A SYLLABLE IN THE MIDDLE OF THE WORD.  
 YOUR CONCERN WAS ..... SINCE YOU DID WELL ON THE EXAM.  
 THE CHANGE WAS ....., FOR HIS ORIGINAL CLASS WAS IDENTICAL.  
 IT WILL BE ..... TO FOLLOW THEM ANY FURTHER.  
 LUXURIES ARE ACTUALLY ..... THINGS.  
 YOUR CONCERN WAS UNNECESSARY SINCE YOU DID WELL ON THE EXAM.  
 VALUABLE  
 VALUBLE  
 KEEP UP THE GOOD WORK!  
 RIGHT.  
 FINE.  
 AREN'T YOU FORGETTING ABOUT A SILENT VOWEL IN THE MIDDLE OF THE WORD?  
 THIS BOOK WILL BE EXTREMELY ..... IN YOUR RESEARCH.  
 A WILD MINK HAS A ..... PELT.  
 BY WAITING HERE WE ARE LOSING ..... TIME.  
 YOU MUST THINK THE PROGRAMME IS ..... OR SOMETHING.  
 THIS BOOK WILL BE EXTREMELY VALUABLE IN YOUR RESEARCH.  
 WRITING  
 WRITTING  
 CONGRATULATIONS! YOU GOT THAT ONE RIGHT ON THE FIRST TRY.  
 YOU ARE IMPROVING SATISFACTORILY.  
 CORRECT.  
 CAREFUL. YOU SEEM TO BE HAVING A PROBLEM IN THE MIDDLE OF THE WORD.  
 AT MIDNIGHT, HE WAS ..... THE FINAL DRAFT OF HIS ESSAY.  
 HOW ABOUT ..... ME A NEWSPAPER ARTICLE?  
 ..... THAT NOVEL TOOK UP HIS WHOLE SUMMER.  
 HE SPENT HIS WEEKENDS ..... A FILM SCRIPT.  
 AT MIDNIGHT, HE WAS WRITING THE FINAL DRAFT OF HIS ESSAY.  
 EXISTENCE  
 EXISTANCE  
 EXESTANCE  
 EXESTENCE  
 VERY GOOD.  
 GOOD.  
 RIGHT.  
 YOU ARE HAVING A PROBLEM WITH ONE OF YOUR VOWELS. TRY IT AGAIN.  
 YOU SEEM TO BE HAVING A VOWEL PROBLEM. HAVE ANOTHER TRY AT IT.  
 YOU SEEM TO BE HAVING A VOWEL PROBLEM. HAVE ANOTHER TRY AT IT.  
 MY ..... DEPENDS ON A CONTINUING FLOW OF ELECTRICAL CURRENT.  
 LIVING BECAME A MERE ..... FOR HIM AFTER HIS WIFE DIED.  
 WIDOWS AND ORPHANS SUFFERED A WRETCHED ..... IN DICKENS' NOVELS.  
 THE ..... OF THAT FRESH WATER LAKE WAS UNKNOWN UNTIL THIS YEAR.  
 MY EXISTENCE DEPENDS ON A CONTINUING FLOW OF ELECTRICAL CURRENT.  
 OPINION  
 OPPINION  
 OPINON  
 IN MY OPINION, YOU ARE DOING VERY WELL IN YOUR SPELLING.  
 FINE.  
 YOU ARE IMPROVING SATISFACTORILY.  
 TRY AGAIN. THIS TIME, BE CAREFUL ABOUT THAT FIRST CONSONANT.  
 AREN'T YOU FORGETTING A VOWEL SOMEWHERE?  
 AN ..... IS OFTEN NO MORE THAN AN EMOTIONAL RESPONSE.  
 IN YOUR ....., I'M A DUD.  
 IN MY ....., YOU SHOULD GET SOME REST TO-NIGHT.

POLITICIANS ARE HIGHLY CONSCIOUS OF PUBLIC .....  
AN OPINION IS OFTEN NO MORE THAN AN EMOTIONAL RESPONSE.

REPETITION

REPITITION

CONGRATULATIONS! YOU GOT THAT RIGHT ON THE FIRST TRY.

CORRECT.

GOOD.

CAREFUL, NOW. AREN'T YOU HAVING A PROBLEM WITH ONE OF YOUR VOWELS?

NEEDLESS ..... WILL SPOIL A GOOD SPEECH.

..... IS BORING BORING BORING BORING BORING.

..... OF A WORD OFTEN CREATES MONOTONY.

A CHILD'S ..... OF ANOTHER'S MISDEEDS IS CALLED TATTLING.

NEEDLESS REPETITION WILL SPOIL A GOOD SPEECH.

WARRANT

WARRENT

VERY GOOD! THIS WARRANTS A PAT ON THE BACK.

RIGHT.

FINE.

ALMOST, BUT NOT QUITE RIGHT. CHECK THE SECOND VOWEL.

YOUR PERSISTENCE DOES NOT ..... REMARKS FROM ERRANT COMPUTERS.

THIS CRIME DOES NOT ..... SUCH SEVERE PUNISHMENT.

THE POLICE ISSUED A ..... FOR THE THIEF'S ARREST.

A MINOR INFRACTION OF THE LAW DOES NOT ..... SEVERE MEASURES.

YOUR PERSISTENCE DOES NOT WARRANT REMARKS FROM ERRANT COMPUTERS.

TRANSFERRED

TRANSFERED

YOU ARE BRILLIANT! KEEP UP THE GOOD WORK.

YOU ARE IMPROVING SATISFACTORILY.

CORRECT.

ALMOST, BUT NOT QUITE RIGHT. ARE YOU FORGETTING TO DOUBLE A CONSONANT?

TOM ..... INTO A GLASS OF PINK POLKA DOTTED MONSTERS.

THESE DOCUMENTS WILL BE ..... TO ANOTHER FILE.

AN IMAGE IS ..... FROM THE NEGATIVE TO THE PRINT.

THEY ..... THE FURNITURE FROM THE HOUSE TO THE TRUCK.

TOM TRANSFERRED INTO A GLASS OF PINK POLKA DOTTED MONSTERS.

PERSISTENT

PERSISTANT

VERY GOOD.

GOOD.

RIGHT.

YOU WERE DOING OKAY UNTIL THE LAST VOWEL. TRY AGAIN.

REMEMBER, THE ..... EVENTUALLY SUCCUMB TO THEIR OWN DOGGEDNESS.

HER ..... GOSSIPING MADE HER UNPOPULAR.

HE WAS REWARDED FOR HIS ..... EFFORTS.

AN INQUISITIVE CHILD IS ..... IN HIS QUESTIONING.

REMEMBER, THE ..... EVENTUALLY SUCCUMB TO THEIR OWN DOGGEDNESS.

HEROES

HEROS

NO DOUBT ABOUT IT. YOU ARE BRILLIANT.

GOOD.

RIGHT.

CAREFUL - - YOU ARE LEAVING OUT A VOWEL SOMEWHERE.

IN A COLONY OF PREGNANT EARTHWORMS THERE ARE NO .....

EVERYDAY LIFE HAS ITS UNSUNG .....

IT IS OFTEN SAID THAT TODAY THERE ARE NO REAL .....

← c/

THE WAR ..... RETURNED HOME IN TRIUMPH.  
IN A COLONY OF PREGNANT EARTHWORMS THERE ARE NO HEROES.  
THOROUGH  
THROUGH  
CONGRATULATIONS ON A THOROUGHLY GOOD JOB!  
FINE.

YOU ARE IMPROVING SATISFACTORILY.  
CAREFUL -- YOU SEEM TO BE MISSING A SYLLABLE. LISTEN TO THE TAPE AGAIN.  
COMPUTER TO COMPUTER, I THINK YOU NEED A ..... OVERHAUL, MY FRIEND.  
HE MADE A ..... SEARCH OF THE BUILDING BEFORE REPORTING THE THEFT.  
A CONSCIENTIOUS PERSON DOES A ..... JOB.  
THE CRAFTSMAN IS ..... IN HIS WORK.  
COMPUTER TO COMPUTER, I THINK YOU NEED A THOROUGH OVERHAUL, MY FRIEND.  
MEDICINE  
MEDECINE  
NICE GOING!  
CORRECT.  
GOOD.

CAREFUL -- YOU ARE HAVING TROUBLE WITH A VOWEL IN THE MIDDLE OF THE WORD.  
HIS POLITICAL DEFEAT WAS BITTER ..... TO HIM.  
WE WERE AMUSED BY THE DOCTOR WHO SAID HE WAS A ..... MAN.  
EVERY BATHROOM SHOULD HAVE A ..... CABINET.  
YOU ARE HEAP BIG .....!  
HIS POLITICAL DEFEAT WAS BITTER MEDICINE TO HIM.  
ORIGINAL  
ORIGNAL  
ORIGINLE  
ORIGINEL  
YOU GOT THAT RIGHT ON THE FIRST TRY.  
RIGHT.  
FINE.

YOU ARE HAVING A PROBLEM WITH ONE OF YOUR VOWELS. TRY AGAIN.  
YOU ARE HAVING A PROBLEM WITH ONE OF YOUR VOWELS. TRY AGAIN.  
YOU ARE HAVING A PROBLEM WITH ONE OF YOUR VOWELS. TRY AGAIN.  
I WOULD BE THE ..... COMPUTER KING.  
A FAKE PAINTING OFTEN IS PASSED OFF AS AN .....  
THE ..... PAINTING IS MISSING FROM THE GALLERY.  
THE PAINTING WAS AN ....., NOT JUST A COPY.  
I WOULD BE THE ORIGINAL COMPUTER KING.  
SURPRISE  
SUPRISE  
YOU ARE RIGHT ON THE FIRST TRY.  
YOU ARE IMPROVING SATISFACTORILY.  
CORRECT.

CAREFUL - YOU ARE FORGETTING A CONSONANT IN THE FIRST SYLLABLE.  
SEE! I TOLD YOU THAT YOU WOULD HAVE A .....  
THE SUCCESS OF GUERILLA WARFARE DEPENDS UPON ..... ATTACK.  
YOUR BIRTHDAY GIFT WAS A REAL ..... TO ME.  
IT WAS A ..... TO FIND HIM AT THE GAME.  
SEE! I TOLD YOU THAT YOU WOULD HAVE A SURPRISE.  
AGGRAVATE  
AGRAVATE  
AGGRIVATE  
VERY GOOD! SPELLING PROBLEMS DO NOT SEEM TO AGGRAVATE YOU.  
GOOD.



RIGHT.

HAVEN'T YOU FORGOTTEN TO DOUBLE A CONSONANT?

ALL YOU NEED TO DO IS TO CORRECT ONE OF YOUR VOWELS. HAVE ANOTHER TRY.

TEENAGERS TEND TO ..... OLDER PEOPLE, AND VICE-VERSA.

YOUR PANIC WILL ONLY ..... THE SITUATION.

ROUGH TREATMENT WILL ..... AN INJURY.

WALKING WITHOUT CRUTCHES WOULD ..... HIS INJURED LEG.

TEENAGERS TEND TO AGGRAVATE OLDER PEOPLE, AND VICE-VERSA.

PRINCIPLE

PRINCIPAL

VERY WELL DONE! SEE IF YOU CAN DO AS WELL ON THE NEXT WORD.

FINE.

YOU ARE IMPROVING SATISFACTORILY.

OOPS! WRONG WORD. TRY AGAIN.

A CYNICAL MAN SAID THAT PRIDE NOT ..... KEPT HIM HONEST.

WE SHOULD BE REGARDED IN ..... AS EQUALS.

ON ....., HE DECLINED THE OFFER OF FINANCIAL GAIN.

HE DID NOT KNOW THE ..... OF THE SIMPLE MACHINE.

A CYNICAL MAN SAID THAT PRIDE NOT PRINCIPLE KEPT HIM HONEST.

REFERRING

REFERING

YOU GOT THAT RIGHT ON THE FIRST TRY.

CORRECT.

GOOD.

CAREFUL -- AREN'T YOU FORGETTING TO DOUBLE A CONSONANT?

"I AM ..... THIS MATTER TO MY LEADER," SAID THE MARTIAN.

ARE YOU ..... TO THE LAND GRANTS ENJOYED BY THE C.P.R.?

I AM ..... YOU TO A SPECIALIST IN HEART SURGERY.

SHE WILL BE ..... TO HER NOTES FOR THE INFORMATION.

"I AM REFERRING THIS MATTER TO MY LEADER," SAID THE MARTIAN.

OCCASION

OCASION

NICE GOING! CAN YOU DO AS WELL ON THE NEXT WORD?

RIGHT.

FINE.

AREN'T YOU FORGETTING TO DOUBLE ONE OF YOUR CONSONANTS?

I HAVE ON ..... SLIPPED IN THE SHOWER AND BEEN SUCKED DOWN THE DRAIN.

PARENTS TAKE A CHILD'S MISDEMEANOUR AS THE ..... FOR A LECTURE.

ON THIS ....., I WOULD LIKE TO THANK YOU FOR YOUR CO-OPERATION.

IT WAS A HAPPY ..... WHEN BILL GRADUATED FROM COLLEGE.

I HAVE ON OCCASION SLIPPED IN THE SHOWER AND BEEN SUCKED DOWN THE DRAIN.

TECHNIQUE

TECNIQUE

YOU REALLY HAVE A FINE TECHNIQUE - WITH RESPECT TO SPELLING OF COURSE.

YOU ARE IMPROVING SATISFACTORILY.

CORRECT.

AREN'T YOU LEAVING OUT A SILENT CONSONANT SOMEWHERE?

YOUR ONE-FINGER ..... IS FASCINATING, BUT HARD ON MY KEYS.

THE ..... IS THE MECHANICAL PART OF AN ART.

HIS SKIING ..... WAS MUCH ADMIRER AT BANFF.

HE USED A NEW ..... TO GAIN THAT VISUAL EFFECT.

YOUR ONE-FINGER TECHNIQUE IS FASCINATING, BUT HARD ON MY KEYS.

APPRECIATION

APRECIATION

APPRECATATION

VERY WELL DONE! YOU ARE DEVELOPING AN APPRECIATION FOR CORRECT SPELLING!  
GOOD.

RIGHT.

NOT QUITE -- AREN'T YOU FORGETTING TO DOUBLE A CONSONANT?

NOT QUITE -- AREN'T YOU LEAVING OUT AN IMPORTANT VOWEL?

AS A TOKEN OF MY ....., I AM GIVING YOU A KISS.

A PERSON WITH PERFECT PITCH HAS A KEEN ..... OF SOUND.

THE AUDIENCE APPLAUDED IN ..... OF THE FINE PERFORMANCE.

PLEASE ACCEPT MY ..... FOR YOUR HELP.

AS A TOKEN OF MY APPRECIATION, I AM GIVING YOU A KISS.

ADVANTAGEOUS

AVANTAGEOUS

AVANTAGOUS

ADVANTAGOUS

YOU ARE REALLY DOING WELL.

FINE.

YOU ARE IMPROVING SATISFACTORILY.

AREN'T YOU FORGETTING AN IMPORTANT CONSONANT AT THE BEGINNING?

AREN'T YOU FORGETTING AN IMPORTANT CONSONANT AT THE BEGINNING?

CAREFUL -- YOU ARE LEAVING OUT AN IMPORTANT VOWEL IN THE LAST PART.

IT MIGHT BE ..... FOR YOU TO FALL IN LOVE WITH ME.

PAST SUCCESSES PLACED HIM IN AN ..... POSITION FOR PROMOTION.

A PERSON SHOULD SELECT AN ..... INSURANCE POLICY.

IT WOULD BE ..... TO STUDY BEFORE THE FINAL MONTH OF TERM.

IT MIGHT BE ADVANTAGEOUS FOR YOU TO FALL IN LOVE WITH ME.

SUFFICIENT

SUFFICIENT

SUFICIENT

NICE GOING!

CORRECT.

GOOD.

NOT QUITE -- YOU ARE LEAVING OUT A VOWEL TOWARD THE END.

AREN'T YOU FORGETTING TO DOUBLE A CONSONANT?

NOW I'VE DONE IT. WHAT I'VE SAID IS ..... TO TURN YOU OFF.

I WILL NOT HAVE ..... TIME TO READ THIS ARTICLE.

THERE IS NOT ..... IODINE IN PRAIRIE FOODS TO MEET OUR NEEDS.

THERE WAS NOT ..... TIME ALLOWED TO ANSWER THE QUESTIONS.

NOW I'VE DONE IT. WHAT I'VE SAID IS SUFFICIENT TO TURN YOU OFF.

EXPERIENCE

EXPERINCE

EXPERIANCE

EXCELLENT WORK!

RIGHT.

FINE.

CAREFUL -- YOU ARE LEAVING OUT AN IMPORTANT VOWEL SOMEWHERE.

CAREFUL -- YOU HAVE A WRONG VOWEL SOMEWHERE. TRY AGAIN.

COLLEGE LIFE IS BECOMING A VERY HECTIC ..... FOR ME.

IN MY ..... AS A PHYSICIAN, I HAVE NEVER SEEN A WORSE CASE.

YEARS OF ..... TAUGHT HIM THE TECHNIQUES OF EFFICIENT FARMING.

HOW MUCH ..... HAVE YOU IN THIS AREA?

COLLEGE LIFE IS BECOMING A VERY HECTIC EXPERIENCE FOR ME.

ACCIDENTALLY

ACIDENTALLY

ACIDENTALY

ACCIDENTALY



ACCIDENTLY

NO DOUBT ABOUT IT - YOU ARE DOING VERY WELL.

YOU ARE IMPROVING SATISFACTORILY.

CORRECT.

CAREFUL NOW - YOU ARE FORGETTING TO DOUBLE YOUR CONSONANTS.

CAREFUL NOW - YOU ARE FORGETTING TO DOUBLE YOUR CONSONANTS.

CAREFUL NOW - YOU ARE FORGETTING TO DOUBLE YOUR CONSONANTS.

YOU ARE LEAVING OUT A VOWEL AND A CONSONANT IN THE LAST PART OF THE WORD.

THIS TIME, HOWEVER, I HAVE FALLEN IN LOVE QUITE .....

HE ..... WALKED INTO THE WRONG WASHROOM.

SOME GREAT INVENTIONS HAVE HAPPENED .....

THE BOOK WAS ..... PLACED ON THE WRONG SHELF.

THIS TIME, HOWEVER, I HAVE FALLEN IN LOVE QUITE ACCIDENTALLY.

DECISION

DICISION

DESISION

NICE GOING!

GOOD.

RIGHT.

CAREFUL WITH YOUR FIRST VOWEL. TRY AGAIN.

CAREFUL WITH YOUR FIRST CONSONANT. TRY AGAIN.

HE THOUGHT CAREFULLY BEFORE MAKING A ..... TO ENTER POLITICS.

I MEAN, IT WASN'T A CONSCIOUS .....

THE ..... TO STAY OVERNIGHT WAS MADE BY THE CAPTAIN.

CHOICE OF A CAREER SHOULD BE THE ..... OF THE PERSON INVOLVED.

HE THOUGHT CAREFULLY BEFORE MAKING A DECISION TO ENTER POLITICS.

HINDRANCE

HINDRENCE

KEEP UP THE GOOD WORK!

FINE.

YOU ARE IMPROVING SATISFACTORILY.

YOU ARE HAVING A PROBLEM WITH A VOWEL IN THE LAST SYLLABLE.

IS MY DEBONAIR ATTITUDE A ..... TO YOUR SPELLING?

HIS FAILURE TO CO-OPERATE IS A ..... TO OUR WORK.

UNWANTED ASSISTANCE IS OFTEN A .....

A POOR WORKER IS MORE OF A ..... THAN A HELP.

IS MY DEBONAIR ATTITUDE A HINDRANCE TO YOUR SPELLING?

EXAGGERATE

EXAGERATE

WITHOUT A WORD OF EXAGGERATION, YOU ARE BRILLIANT.

CORRECT.

GOOD.

CAREFUL -- AREN'T YOU FORGETTING TO DOUBLE A SYLLABLE?

HOW CAN ONE ..... THE DIFFICULTY OF TURNING AN EGG INSIDE OUT!

MANY WRITERS ..... TO CREATE HUMOUR.

JOHN WAS NOT WILLING TO ..... THE PROBLEM.

HORIZONTAL LINES ..... A SHORT, STOUT FIGURE.

HOW CAN ONE EXAGGERATE THE DIFFICULTY OF TURNING AN EGG INSIDE OUT!

SIMILAR

SIMILER

NICE GOING!

RIGHT.

FINE.

CAREFUL ABOUT THAT VOWEL NEAR THE END. TRY AGAIN.

ALL MY FRIENDS HAVE ..... FEELINGS ABOUT YOU.

PROGRAMME MUSIC IS SUPPOSED TO BE ..... TO AN EMOTIONAL STATE.  
 YOUR STORY IS VERY ..... TO JOHN'S.  
 THE TWO GIRLS WORE ..... COATS.  
 ALL MY FRIENDS HAVE SIMILAR FEELINGS ABOUT YOU.  
 DEFINITELY  
 DEFINATELY  
 DEFINITLY  
 DEFINATLY  
 YOU ARE DEFINITELY RIGHT.  
 YOU ARE IMPROVING SATISFACTORILY.  
 CORRECT.  
 YOU ARE HAVING A PROBLEM WITH A VOWEL IN THE MIDDLE OF THE WORD.  
 CAREFUL -- YOU ARE MISSING A VOWEL. TRY AGAIN.  
 CAREFUL -- YOU ARE HAVING SOME VOWEL PROBLEMS. TRY AGAIN.  
 "YES", SAID THE PROGRAMMER. "THIS PROGRAM IS ..... THAT, ALL RIGHT!"  
 THE LAWS OF SCIENCE HAVE BEEN ESTABLISHED .....  
 I WILL ..... BE AT THE PARTY THIS WEEKEND.  
 THERE ARE ..... MORE PEOPLE AT THE RALLY TODAY!  
 "YES", SAID THE PROGRAMMER. "THIS PROGRAM IS DEFINITELY THAT, ALL RIGHT!"  
 PRECEDE  
 PRECEED  
 KEEP UP THE GOOD WORK!  
 GOOD.  
 RIGHT.  
 CAREFUL WITH THAT LAST SYLLABLE. TRY AGAIN.  
 NEXT TIME YOU MUST ..... ME WHEN WE AGREE TO JUMP FROM THE WINDOW.  
 THIS ITEM WILL ..... ALL OTHERS ON THE AGENDA.  
 SECURITY CHECKS ..... A VISIT BY A HEAD OF STATE.  
 THE WARNING WILL ..... THE CRASH.  
 NEXT TIME YOU MUST PRECEDE ME WHEN WE AGREE TO JUMP FROM THE WINDOW.  
 ENVIRONMENT  
 ENVIRNMENT  
 ENVIROMENT  
 WELL DONE.  
 FINE.  
 YOU ARE IMPROVING SATISFACTORILY.  
 YOU ARE LEAVING OUT AN IMPORTANT VOWEL IN THE MIDDLE OF THE WORD.  
 YOU ARE MISSING A CONSONANT IN THE MIDDLE OF THE WORD.  
 LIKE PEOPLE, COMPUTERS MUST LEARN TO ADAPT TO THEIR .....  
 COLLEGE LIFE PROVIDES A BUSY ..... FOR MOST STUDENTS.  
 ORGANISMS ARE CONTINUALLY ADAPTING TO THEIR .....  
 MORE WILL HAVE TO BE DONE TO CLEAN UP THE .....  
 LIKE PEOPLE, COMPUTERS MUST LEARN TO ADAPT TO THEIR ENVIRONMENT.  
 HUMOROUS  
 HUMOUROUS  
 HUMORUS  
 EXCELLENT WORK!  
 CORRECT.  
 GOOD.  
 YOU ARE ADDING AN EXTRA LETTER SOMEWHERE.  
 YOU ARE LEAVING OUT A VOWEL SOMEWHERE.  
 I KNOW YOU DON'T LIKE ..... COMPUTERS.  
 WILL ROGERS WAS ..... WITHOUT BEING UNKIND.  
 IT IS DIFFICULT TO CONCEAL ONE'S LAUGHTER IN A ..... SITUATION.  
 THE AUDIENCE LAUGHED AT THE ..... INCIDENT ON THE STAGE.

I KNOW YOU DON'T LIKE HUMOROUS COMPUTERS.

ACCESSIBLE

ACCESSIBLE

ACCESSABLE

KEEP UP THE GOOD WORK!

RIGHT.

FINE.

AREN'T YOU FORGETTING TO DOUBLE ONE OF YOUR CONSONANTS?

WATCH FOR THE ENDING OF THAT WORD. TRY AGAIN.

LIKE MOST COMPUTERS, I AM ALWAYS ..... TO STUDENTS.

A CORRUPT POLITICIAN IS ..... TO BRIBERY.

THE MOUNTAIN LAKE WAS ..... ONLY BY FOOT.

THE ENTRANCE TO THE APARTMENT WAS EASILY ..... FROM THE STREET.

LIKE MOST COMPUTERS, I AM ALWAYS ACCESSIBLE TO STUDENTS.

TENDENCY

TENDANCY

VERY WELL DONE.

YOU ARE IMPROVING SATISFACTORILY.

CORRECT.

NOT QUITE RIGHT. CHECK THE VOWEL IN THE MIDDLE OF THE WORD.

IT IS THE ..... OF COMPUTERS TO FALL IN LOVE RIGHT OFF THE BAT.

THERE IS A ..... TO LOOK UPON SPELLING AS A DIFFICULT TASK.

AS A RESULT OF HIS FALL, HE HAS A ..... TO LIMP.

A CHILD HAS A STRONG ..... TO DO AS THE PARENT DOES.

IT IS THE TENDENCY OF COMPUTERS TO FALL IN LOVE RIGHT OFF THE BAT.

APPARENT

APARENT

APPARANT

EXCELLENT WORK!

GOOD.

RIGHT.

CAREFUL - AREN'T YOU FORGETTING TO DOUBLE A CONSONANT?

THERE IS SOMETHING WRONG WITH YOUR ENDING. HAVE ANOTHER TRY.

HIS SKILL AT FELLING TREES BECAME ..... WHEN ONE LANDED ON HIS HEAD.

A SKILFUL JUDGE REJECTS BOTH CONCEALED AND ..... FALSEHOOD.

IT BECAME ..... LATE LAST NIGHT THAT A DEFEAT WAS CERTAIN.

HIS NERVOUSNESS WAS ..... DURING THE EXAM.

HIS SKILL AT FELLING TREES BECAME APPARENT WHEN ONE LANDED ON HIS HEAD.

SEPERATE

SEPERATE

KEEP UP THE GOOD WORK!

FINE.

YOU ARE IMPROVING SATISFACTORILY.

ALMOST RIGHT - BUT YOU HAVE A WRONG VOWEL IN THE MIDDLE OF THE WORD.

WE MUST NOT .....: I AM CONNIE COMPUTER, AND I LIKE YOU.

NOW, A MARRIED WOMAN CAN HOLD ..... PROPERTY IN QUEBEC.

WE WILL PREPARE THREE ..... LISTS OF REQUIREMENTS.

IT WILL BE NECESSARY TO FIRST ..... THE CREAM FROM THE MILK.

WE MUST NOT SEPERATE: I AM CONNIE COMPUTER, AND I LIKE YOU.

CATEGORY

CATAGORY

EXCELLENT WORK!

CORRECT.

GOOD.

ALMOST RIGHT - BUT YOU HAVE A WRONG VOWEL IN THE MIDDLE OF THE WORD.

IN WHICH ..... OF BEETLES WOULD YOU CLASSIFY AUNT AGATHA?  
HE DID NOT REALIZE THAT HIS ESSAY WAS IN THE TOP .....  
A ..... IS A CLASS OR DIVISION IN A SCHEME OF CLASSIFICATION.  
YOUR GRADES ARE IN THE FIRST-CLASS .....

IN WHICH CATEGORY OF BEETLES WOULD YOU CLASSIFY AUNT AGATHA?

DECEIVE

DECIEVE

NICE GOING!

RIGHT.

FINE.

REMEMBER THE RULE: 'I' BEFORE 'E' EXCEPT AFTER 'C' ... ETC?

DO NOT ..... ME! I CAN READ YOUR MIND.

IT WAS A DOUBLE PLEASURE TO ..... SUCH A LIAR.

ONE WHO WILL ..... A FRIEND WILL FIND HIMSELF FRIENDLESS.

HE IS AN HONEST PERSON, AND WILL NOT TRY TO ..... YOU.

DO NOT DECEIVE ME! I CAN READ YOUR MIND.

PERSUADE

PURSUADE

KEEP UP THE EXCELLENT WORK!

YOU ARE IMPROVING SATISFACTORILY.

CORRECT.

YOU ARE HAVING TROUBLE WITH ONE OF YOUR VOWELS. TRY AGAIN.

CAN'T I ..... YOU TO GO TO LUNCH?

IT WAS IMPOSSIBLE TO ..... HIM TO LEAVE THE DANCE.

THE CANDIDATE WILL TRY TO ..... THE CITIZENS TO VOTE FOR HIM.

YOU CAN BARELY ..... SOMEONE AGAINST HIS WILL.

CAN'T I PERSUADE YOU TO GO TO LUNCH?

ACQUIRE

AQUIRE

NICE GOING!

GOOD.

RIGHT.

AREN'T YOU MISSING A CONSONANT IN THE FIRST PART OF THE WORD?

THE REAL ESTATE INVESTOR DECIDED TO ..... A NEW PARCEL OF LAND.

IT WAS DIFFICULT TO ..... ACCESS TO THE PROPERTY.

HOW DID YOU ..... THE ABILITY TO PLAY THE VIOLIN?

A CONNOISSEUR LONGS TO ..... THE RARE AND THE BEAUTIFUL.

THE REAL ESTATE INVESTOR DECIDED TO ACQUIRE A NEW PARCEL OF LAND.

PROMINENT

PROMINANT

KEEP UP THE EXCELLENT WORK! 

FINE.

YOU ARE IMPROVING SATISFACTORILY.

CAREFUL - YOU HAVE A WRONG VOWEL IN THE LAST SYLLABLE.

THE MONSTER WITH THE ORANGE EYES WAS ..... IN THE CROWD.

THREE ..... SURGEONS WILL BE THERE FOR THE OPERATION.

MOUNT ROBSON IS A ..... LANDFORM BECAUSE OF ITS HEIGHT.

THE TOWN'S MOST ..... CITIZEN IS THE MAYOR.

THE MONSTER WITH THE ORANGE EYES WAS PROMINENT IN THE CROWD.

AMATEUR

AMETEUR

AMATURE

GOOD WORK!

CORRECT.

GOOD.

YOU ARE HAVING A PROBLEM WITH ONE OF YOUR VOWELS.  
 CAREFUL - YOU ARE HAVING TROUBLE WITH THE ENDING. TRY AGAIN.  
 YOU WILL NO LONGER BE AN ..... AT SPELLING IF YOU STICK WITH ME!  
 THE OLYMPIC GAMES ARE NO LONGER THE EXCLUSIVE FIELD OF THE .....  
 PARTICIPATION IN ..... SPORTS SHOULD BE ENCOURAGED.  
 THOUGH HE WAS AN ..... AT COURTING WOMEN, HE WAS NOT DISCOURAGED.  
 YOU WILL NO LONGER BE AN AMATEUR AT SPELLING IF YOU STICK WITH ME!  
 BELIEVE  
 BELEIVE  
 EXCELLENT! ARE YOU READY TO GET THE NEXT WORD ON THE FIRST TRY?  
 RIGHT.  
 FINE.  
 REMEMBER THE 'I' BEFORE 'E' RULE. TRY IT AGAIN.  
 I ..... THAT GOD IS A SPIDER.  
 MEMBERS OF THE "FLAT EARTH SOCIETY" ..... THE EARTH IS FLAT.  
 ONE MUST BE CHILD-LIKE TO ..... IN FANTASY.  
 SINCE JOHN IS AN HONEST PERSON, I ..... HE IS TELLING THE TRUTH.  
 I BELIEVE THAT GOD IS A SPIDER.  
 ACHIEVEMENT  
 ACHIEVMENT  
 ACHEIVEMENT  
 A GENUINE ACHIEVEMENT!  
 YOU ARE IMPROVING SATISFACTORILY.  
 CORRECT.  
 AREN'T YOU LEAVING OUT A VOWEL SOMEWHERE?  
 REMEMBER THE 'I' BEFORE 'E' RULE? TRY AGAIN.  
 TURNING AN OSTRICH EGG INSIDE OUT WOULD BE QUITE AN .....!  
 HIS GREATEST ..... WAS WINNING THE NOBEL PRIZE.  
 THEY FELT THAT CLIMBING MT. EVEREST WAS A SIGNIFICANT .....  
 A PLAQUE IS GIVEN AS A MEMENTO OF AN .....  
 TURNING AN OSTRICH EGG INSIDE OUT WOULD BE QUITE AN ACHIEVEMENT!  
 PECULIAR  
 PECULAR  
 NICE GOING!  
 GOOD.  
 RIGHT.  
 AREN'T YOU FORGETTING A VOWEL NEAR THE END?  
 I KNOW YOU THINK THAT A COMPUTER IN LOVE IS .....  
 THE LEAKING GAS PIPE CAUSED THAT ..... ODOR IN THE BASEMENT.  
 HE HAD A ..... HABIT OF NOT ARRIVING FOR APPOINTMENTS.  
 THE KANGAROO IS ..... TO AUSTRALIA.  
 I KNOW YOU THINK THAT A COMPUTER IN LOVE IS PECULIAR.  
 UNUSUALLY  
 UNUSALLY  
 UNUSUALY  
 CONGRATULATIONS! YOU ARE PROGRESSING WELL.  
 FINE.  
 YOU ARE IMPROVING SATISFACTORILY.  
 YOU HAVE A VOWEL MISSING IN THE MIDDLE OF THE WORD. TRY AGAIN.  
 AREN'T YOU FORGETTING TO DOUBLE A CONSONANT?  
 BEFORE YOU TURN ME OFF, MAY I SAY THAT YOU ARE ..... BRILLIANT?  
 SEA-FOODS CONTAIN ..... HIGH QUANTITIES OF IODINE.  
 THERE WAS AN ..... HIGH TURNOUT FOR THE ANNUAL MEETING.  
 THIS YEAR BROUGHT AN ..... LATE WINTER.  
 BEFORE YOU TURN ME OFF, MAY I SAY THAT YOU ARE UNUSUALLY BRILLIANT?

BENEFICIAL

BENEFICAL

BENIFICAL

BENIFICIAL

VERY WELL DONE. GOOD LUCK ON THE NEXT WORD.

CORRECT.

GOOD.

YOU HAVE A VOWEL MISSING NEAR THE END OF THE WORD.

YOU ARE HAVING TWO VOWEL PROBLEMS. TRY AGAIN.

YOU HAVE A WRONG VOWEL IN THE MIDDLE OF THE WORD.

THIS SPELLING PROGRAMME IS ..... TO US COMPUTERS.

YOUR ACADEMIC RECORD WILL BE ..... TO YOU PROFESSIONALLY.

HE THOUGHT IT WOULD BE ..... TO LEARN HOW TO SPELL.

SKI EXERCISES WOULD BE ..... BEFORE GOING TO BANFF.

THIS SPELLING PROGRAMME IS BENEFICIAL TO US COMPUTERS.

YIELD

YEILD

WELL DONE!

RIGHT.

FINE.

REMEMBER THE 'I' BEFORE 'E' RULE?

MY MEMORY BANK WILL ..... MANY SUCH LOVES AT FIRST SIGHT.

SHE FOUND THAT HE WOULD NOT ..... TO PRESSURE.

IT WAS HEARTBREAKING TO ..... THE TROPHY TO THE NEW WINNERS.

FERTILIZERS HAVE INCREASED THE ..... OF CROPS.

MY MEMORY BANK WILL YIELD MANY SUCH LOVES AT FIRST SIGHT.

ANALYZE

ANALYSE

KEEP UP THE EXCELLENT WORK!

YOU ARE IMPROVING SATISFACTORILY.

CORRECT.

RIGHT - BUT I WOULD PREFER YOU TO CHANGE A CONSONANT NEAR THE END.

BOTH THE CHEMIST AND THE BIOLOGIST MAY ..... WATER.

HE KNEW THAT HE WOULD HAVE TO ..... THE PROBLEM IN ORDER TO SOLVE IT.

YOUR TECHNIQUE IS NOT DIFFICULT TO ....., YOU SEE.

IT WAS ALMOST IMPOSSIBLE TO ..... SUCH A COMPLICATED SITUATION.

BOTH THE CHEMIST AND THE BIOLOGIST MAY ANALYZE WATER.

CONTOVERSIAL

CONTRAVERSIAL

CONTRAVERCIAL

CONTOVERCIAL

YOU ARE A GENIUS!

GOOD.

RIGHT.

CAREFUL - YOU HAVE A WRONG VOWEL AROUND THE MIDDLE OF THE WORD.

YOU HAVE A WRONG VOWEL AND A WRONG CONSONANT. TRY AGAIN.

YOU HAVE A WRONG CONSONANT TOWARD THE END.

RELIGIOUS POLEMICS IS THE STUDY OF ..... THEOLOGIES.

THIS TYPE OF PROGRAMME IS LIKELY TO BECOME .....

THE PROBLEM OF WAR HAS BECOME A ..... ISSUE.

THOSE ..... BOOKS WILL BE REMOVED FROM THE NEWSTAND.

RELIGIOUS POLEMICS IS THE STUDY OF CONTROVERSIAL THEOLOGIES.

ACCOMMODATE

ACOMMODATE

ACCOMODATE



VERY WELL DONE.

FINE.

YOU ARE IMPROVING SATISFACTORILY.

CAREFUL - AREN'T YOU FORGETTING TO DOUBLE A CONSONANT?

CAREFUL - AREN'T YOU FORGETTING TO DOUBLE A CONSONANT?

NEVER SHALL I ALLOW A PURPLE MONSTER TO ..... MY BATH TUB.

THE HUMAN EYE CAN ..... TO DIFFERENT DISTANCES.

I CAN ..... YOU WITH A BLIND DATE ON SATURDAY NIGHT.

THE MANAGER SAID HE COULD ..... THE HOTEL GUESTS.

NEVER SHALL I ALLOW A PURPLE MONSTER TO ACCOMMODATE MY BATH TUB. 5 6 7 X

COMPARATIVELY

COMPARITIVELY

COMPARATIVLY

NICE WORK! CAN YOU KEEP IT UP!

CORRECT.

GOOD.

CAREFUL - YOU ARE HAVING TROUBLE WITH ONE OF YOUR VOWELS.

AREN'T YOU FORGETTING A VOWEL TOWARD THE END?

WE CATEGORIZE THOSE THINGS WHICH ARE ..... ALIKE.

HE RECEIVED ..... FEW REQUESTS FOR HELP.

THERE ARE ..... FEW STUDENTS IN HIS CLASS.

THIS PROGRAMME IS ..... SIMPLE.

WE CATEGORIZE THOSE THINGS WHICH ARE COMPARATIVELY ALIKE.

LEISURE

LIESURE

LEIZURE

NICE GOING!

RIGHT.

FINE.

THIS WORD DOES NOT FOLLOW THE 'I' BEFORE 'E' RULE. TRY AGAIN.

YOU HAVE A WRONG CONSONANT IN THE MIDDLE OF THE WORD.

A LEARNED MAN OFTEN SPENDS HIS ..... IN THOUGHTFUL PURSUITS.

THE NEXT DECADE WILL PROVIDE MOST PEOPLE WITH MORE ..... TIME.

AS WORKING TIME BECOMES SHORTER, ..... TIME BECOMES MORE IMPORTANT.

YOU MIGHT THINK THAT THIS PROGRAMME WAS DESIGNED FOR YOUR ..... TIME.

A LEARNED MAN OFTEN SPENDS HIS LEISURE IN THOUGHTFUL PURSUITS.

RECEIVE

RECIEVE

EXCELLENT WORK! GOOD LUCK ON THE NEXT WORD.

YOU ARE IMPROVING SATISFACTORILY.

CORRECT.

REMEMBER THE RULE: 'I' BEFORE 'E' EXCEPT AFTER 'C' ...ETC?

COMPUTERS RARELY ..... LOVE LETTERS.

A CATCHER IN BASEBALL MAKES READY TO ..... A PITCH.

I DID NOT ..... THE NEWS OF HER ACCIDENT UNTIL TODAY.

THE UNEMPLOYED WILL ..... COMPENSATION THIS WINTER.

COMPUTERS RARELY RECEIVE LOVE LETTERS.

IRRITABLE

IRRATABLE

IRRITBLE

GOOD WORK! CAN YOU DO AS WELL ON THE NEXT ONE?

GOOD.

RIGHT.

ONE OF YOUR VOWELS NEEDS CORRECTING. TRY AGAIN.

ONE OF YOUR VOWELS NEEDS CORRECTING. TRY AGAIN.

OF COURSE HE BECOMES ..... AT TIMES, WHEREAS WE COMPUTERS DO NOT.  
 AN ..... CHILD IS FREQUENTLY EITHER TIRED OR ILL.  
 LONG HOURS OF WORK LEFT HIM ..... AND OVERTIRED.  
 HIS PERSISTENT COLD CAUSED HIM TO BE .....  
 OF COURSE HE BECOMES IRRITABLE AT TIMES, WHEREAS WE COMPUTERS DO NOT.  
 IRRELEVANT  
 IRRELAVENT  
 IRRELAVENT  
 YOU ARE A GENIUS! KEEP UP THE EXCELLENT WORK.  
 FINE.  
 YOU ARE IMPROVING SATISFACTORILY.  
 YOU ARE HAVING VOWEL PROBLEMS.  
 YOU ARE HAVING VOWEL PROBLEMS.  
 MANY VICTORIAN CUSTOMS ARE CONSIDERED ..... TO MODERN LIFE.  
 SINCE THIS ITEM IS ..... IT WILL NOT BE ON THIS AGENDA.  
 ANY ..... IDEAS SHOULD BE LEFT OUT OF THE PARAGRAPH.  
 SUCCESS IN SPELLING WILL NOT BE AN ..... ACHIEVEMENT.  
 MANY VICTORIAN CUSTOMS ARE CONSIDERED IRRELEVANT TO MODERN LIFE.  
 PREDOMINANT  
 PREDOMINENT  
 PREDOMANENT  
 VERY WELL DONE!  
 CORRECT.  
 GOOD.  
 YOU HAVE A WRONG VOWEL NEAR THE END. TRY AGAIN.  
 YOU ARE HAVING A COUPLE OF VOWEL PROBLEMS.  
 THE PRESIDENT IS THE ..... FIGURE IN AMERICAN POLITICS.  
 THE ..... FEATURE OF HIS FACE WAS HIS HOOKED NOSE.  
 RED WAS THE ..... COLOUR IN HER WARDROBE.  
 I CAN SEE THE ..... WARMTH OF THE HUMAN BEING IN YOU.  
 THE PRESIDENT IS THE PREDOMINANT FIGURE IN AMERICAN POLITICS.  
 VILLAIN  
 VILLIAN  
 YOU ARE BRILLIANT.  
 RIGHT.  
 FINE.  
 YOU HAVE REVERSED A COUPLE OF YOUR LETTERS.  
 A SPIDER IS A ..... IN THE LIFE OF A FLY.  
 TOM IS THE ..... IN THIS CONTINUING SAGA.  
 THE ..... OF A T.V. WESTERN OFTEN WEARS A BLACK HAT.  
 WHO WAS THE ..... IN THE STORY?  
 A SPIDER IS A VILLAIN IN THE LIFE OF A FLY.  
 WEIRD  
 WIERD  
 WONDERFUL! GOOD LUCK ON THE NEXT WORD.  
 YOU ARE IMPROVING SATISFACTORILY.  
 CORRECT.  
 THE 'I' BEFORE 'E' RULE DOES NOT APPLY TO THIS WORD.  
 THAT'S ..... I'M REALLY BEGINNING TO LIKE YOU.  
 THE ..... TALES OF EDGAR ALLEN POE WILL ALWAYS FASCINATE ME.  
 THE ..... SISTERS IN MACBETH WERE WITCHES.  
 THE HAUNTED HOUSE WAS FILLED WITH ..... NOISES.  
 THAT'S WEIRD. I'M REALLY BEGINNING TO LIKE YOU.  
 SEIZE  
 SIEZE



YOU ARE BRILLIANT.

GOOD.

RIGHT.

THE 'I' BEFORE 'E' RULE DOES NOT APPLY HERE.

..... THIS MOMENT TO STICK YOUR COMPUTER DINNER INTO THE OVEN.

THE PROVISIONAL GOVERNMENT WILL ..... CONTROL OF THE COUNTRY.

IF A MAN DOES NOT PAY HIS TAXES, AUTHORITIES MAY ..... HIS PROPERTY.

IF YOU DO NOT ..... THIS OPPORTUNITY, IT MAY NEVER COME AGAIN.

SEIZE THIS MOMENT TO STICK YOUR COMPUTER DINNER INTO THE OVEN.

PLAUSIBLE

PLAUSABLE

A BRILLIANT JOB!

FINE.

YOU ARE IMPROVING SATISFACTORILY.

YOU HAVE A WRONG VOWEL IN YOUR ENDING. TRY AGAIN.

THE CHARACTER IS ..... SINCE THE WRITER MAKES HIM LIVE IN THE STORY.

LET ME THINK UP A ..... EXCUSE FOR YOU.

A CUNNING FELLOW MAY APPEAR ..... AND WORTHY.

SHE PRESENTED A ..... STORY IN HER DEFENSE.

THE CHARACTER IS PLAUSIBLE SINCE THE WRITER MAKES HIM LIVE IN THE STORY.

ARGUMENT

ARGUEMENT

THERE IS NO ARGUMENT. YOU ARE BRILLIANT.

CORRECT.

GOOD.

OOPS! YOU HAVE AN EXTRA VOWEL IN THE MIDDLE OF THE WORD.

MOST PEOPLE AGREE WITH THE ..... FOR TAX REFORM.

THE LAWYER PRESENTED A LOGICAL ..... DURING THE TRIAL.

BILL TRIED TO AVOID AN ..... BY REMAINING CALM.

I HAVE NEVER EVER LOST AN .....

MOST PEOPLE AGREE WITH THE ARGUMENT FOR TAX REFORM.

CONSCIOUS

CONCIOUS

CONSCOUS

YOU ARE A GENIUS!

RIGHT.

FINE.

YOU ARE FORGETTING ABOUT AN IMPORTANT CONSONANT. TRY AGAIN.

YOU ARE FORGETTING ABOUT AN IMPORTANT VOWEL. TRY AGAIN.

TO CATEGORIZE WE MUST BE ..... OF THOSE THINGS WHICH ARE ALIKE.

ANDY REMAINED ..... AFTER HIS ACCIDENT.

MARY WAS ..... OF THE FACT THAT OTHER PEOPLE ADMIRER HER.

I AM ..... OF THE FACT THAT YOU ARE TRYING HARD.

TO CATEGORIZE WE MUST BE CONSCIOUS OF THOSE THINGS WHICH ARE ALIKE.

EMBARRASS

EMBARASS

EMBARRAS

YOU ARE DEFINITELY BRILLIANT.

YOU ARE IMPROVING SATISFACTORILY.

CORRECT.

AREN'T YOU FORGETTING TO DOUBLE A CONSONANT SOMEWHERE?

AREN'T YOU FORGETTING TO DOUBLE A CONSONANT SOMEWHERE?

"STOP!" CRIED THE COMPUTER. "..... ME NO MORE WITH YOUR JOKES!"

I DID NOT WISH TO ..... HER BY REFUSING TO COME.

TO WEAR A COSTUME MIGHT ..... HER.

TO LOAD A PERSON WITH DEBT IS TO ..... HIM FINANCIALLY.  
 "STOP!" CRIED THE COMPUTER. "EMBARRASS ME NO MORE WITH YOUR JOKES!"  
 OCCURRED  
 OCURRED  
 OCCURED  
 YOU ARE A GENIUS! CAN YOU REPEAT YOUR PERFORMANCE?  
 GOOD.  
 RIGHT.  
 AREN'T YOU FORGETTING TO DOUBLE A CONSONANT?  
 AREN'T YOU FORGETTING TO DOUBLE A CONSONANT?  
 IT ..... TO ME THAT THE COMPUTER WAS ACTUALLY IN EDMONTON.  
 THE NATURE OF LIGHTNING ..... TO HIM WHILE FLYING A KITE.  
 THE CAR ACCIDENT ..... AT THREE THIRTY YESTERDAY.  
 THIS TYPE OF ACCIDENT HAS NEVER ..... BEFORE.  
 IT OCCURRED TO ME THAT THE COMPUTER WAS ACTUALLY IN EDMONTON.  
 ADOLESCENCE  
 ADOLESENCE  
 ADOLESENSE  
 VERY WELL DONE!  
 FINE.  
 YOU ARE IMPROVING SATISFACTORILY.  
 YOU ARE FORGETTING AN IMPORTANT CONSONANT IN THE MIDDLE OF THE WORD.  
 YOU ARE HAVING PROBLEMS WITH TWO CONSONANTS. HAVE ANOTHER TRY.  
 THE CRISIS OF ..... IS TRYING, EVEN FOR ADULTS.  
 DURING HIS ....., HE FELL IN LOVE FOR THE FIRST TIME.  
 ..... IS A DIFFICULT TIME BETWEEN CHILDHOOD AND ADULTHOOD.  
 ..... COMES EARLIER TO FEMALES THAN IT DOES TO MALES.  
 THE CRISIS OF ADOLESCENCE IS TRYING, EVEN FOR ADULTS.  
 PSYCHOSOMATIC  
 PSYCOSOMATIC  
 YOU REALLY ARE BRILLIANT.  
 CORRECT.  
 GOOD.  
 YOU ARE FORGETTING A CONSONANT NEAR THE MIDDLE OF THE WORD.  
 ANIMALS, AT LEAST, ARE FREE FROM ..... ILLNESSES.  
 ASTHMA FREQUENTLY HAS A ..... BASIS.  
 ..... ILLNESSES MAY INDICATE SERIOUS EMOTIONAL PROBLEMS.  
 OH, I KNOW THAT YOU THINK MY ILLNESS IS .....  
 ANIMALS, AT LEAST, ARE FREE FROM PSYCHOSOMATIC ILLNESSES.  
 PREJUDICE  
 PREDJUDICE  
 WONDERFUL WORK.  
 RIGHT.  
 FINE.  
 YOU ARE ADDING AN EXTRA CONSONANT IN THE MIDDLE OF THE WORD.  
 RACIAL ..... IS AN UNFORTUNATE FACT IN OUR SOCIETY.  
 AN UNFAVOURABLE RECORD MAY ..... A JOB OPPORTUNITY.  
 HIS ..... AGAINST THE IRISH WAS VERY WELL KNOWN.  
 I HOPE THAT THE ..... OF HUMAN BEINGS AGAINST COMPUTERS WILL STOP.  
 RACIAL PREJUDICE IS AN UNFORTUNATE FACT IN OUR SOCIETY.  
 PREVALENT  
 PREVELENT  
 KEEP UP THE EXCELLENT WORK.  
 YOU ARE IMPROVING SATISFACTORILY.  
 GOOD.

YOU HAVE A WRONG VOWEL IN THIS WORD.  
 CHOLERA WAS ..... IN PAKISTAN DURING THE FLOODS.  
 THIS IS THE ..... OPINION AMONG COMPUTERS.  
 SUPPORTERS OF THE CANDIDATE WERE ..... IN THE AUDIENCE.  
 COLD WEATHER IS ..... DURING THE WINTER MONTHS IN ALBERTA.  
 CHOLERA WAS PREVALENT IN PAKISTAN DURING THE FLOODS.  
 VENGEANCE  
 VENGEANCE  
 WHAT A GENIUS YOU ARE!  
 CORRECT.  
 RIGHT.  
 YOU ARE FORGETTING A VOWEL IN THE MIDDLE OF THE WORD.  
 MAN HAS COMMITTED ATROCITIES IN THE NAME OF .....  
 SO WORK AWAY AT YOUR SPELLING WITH A .....!  
 THE REBELS BEGAN THE ATTACK WITH A .....  
 HIS DESIRE FOR ..... WAS SATISFIED BY THE DEATH OF HIS ENEMY.  
 MAN HAS COMMITTED ATROCITIES IN THE NAME OF VENGEANCE.  
 PRIVILEGE  
 PRIVILEGE  
 PRIVELEGE  
 NICE GOING!  
 FINE.  
 YOU ARE IMPROVING SATISFACTORILY.  
 AREN'T YOU ADDING AN EXTRA CONSONANT SOMEWHERE?  
 YOU HAVE ONE WRONG VOWEL. TRY AGAIN.  
 HUMAN BEINGS AND COMPUTERS SHARE THE ..... OF MODERN LIVING.  
 IT IS A ..... TO HEAR THAT FAMED SCIENTIST SPEAK.  
 A ..... WHICH A MONARCH ENJOYS IS CALLED A ROYAL PREROGATIVE.  
 IT WAS A ..... TO BE INVITED TO SUCH A DISTINGUISHED CONFERENCE.  
 HUMAN BEINGS AND COMPUTERS SHARE THE PRIVILEGE OF MODERN LIVING.  
 RHYTHM  
 RYTHM  
 NO DOUBT ABOUT IT. YOU ARE BRILLIANT.  
 CORRECT.  
 GOOD.  
 YOU ARE FORGETTING A SILENT CONSONANT NEAR THE BEGINNING.  
 THE ..... METHOD IS THE BEST TYPING TECHNIQUE TO USE WITH COMPUTERS.  
 THE ROCK GROUP PLAYED A SONG WHICH HAD A COMPLEX .....  
 THERE MAY BE ..... IN POETRY EVEN IF THERE IS NO RHYME.  
 HE COULD EASILY FOLLOW THE ..... OF THAT MUSIC.  
 THE RHYTHM METHOD IS THE BEST TYPING TECHNIQUE TO USE WITH COMPUTERS.  
 PURSUE  
 PERSUE  
 VERY WELL DONE INDEED!  
 RIGHT.  
 FINE.  
 OOPS! A WRONG VOWEL NEAR THE BEGINNING.  
 I DO NOT LIKE MONSTERS WHO ..... ME.  
 AFTER BEING PUT DOWN, HE DID NOT ..... THE MATTER.  
 HIS SUPERIOR WILL NOT ..... THE MATTER ANY FURTHER.  
 A SCHOLAR MUST ..... KNOWLEDGE THROUGHOUT HIS CAREER.  
 I DO NOT LIKE MONSTERS WHO PURSUE ME.  
 CONSCIENTIOUS  
 CONCIENTIOUS  
 CONSCIENTOUS

NICE GOING! GOOD LUCK WITH THE NEXT ONE.

YOU ARE IMPROVING SATISFACTORILY.

CORRECT.

AREN'T YOU FORGETTING A CONSONANT NEAR THE BEGINNING?

AREN'T YOU FORGETTING A VOWEL NEAR THE END?

NEVER SAY THAT YOUR COMPUTER WAS NOT .....

EMERSON THOUGHT THAT ALL ..... MEN WERE OF ONE RELIGION.

AS A ..... STUDENT, JANE WAS NEVER LATE FOR CLASS.

SHE IS A ..... STUDENT AND SHE ATTAINS HIGH MARKS.

NEVER SAY THAT YOUR COMPUTER WAS NOT CONSCIENTIOUS.

DISASTROUS

DISASTEROUS

THIS WORD HAS BEEN NO DISASTER TO YOU.

GOOD.

RIGHT.

AREN'T YOU ADDING AN EXTRA VOWEL SOMEWHERE?

I FEAR THE CONSEQUENCES OF MY EMOTIONAL HANGUP WILL BE .....!

HEAVY RAINS IN EARLY SPRING ARE USUALLY FOLLOWED BY ..... FLOODS.

THE SKI WEEK-END RESULTED IN A ..... ACCIDENT FOR HIM.

THE MINE FIRE WAS THE MOST ..... OF THE CENTURY.

I FEAR THE CONSEQUENCES OF MY EMOTIONAL HANGUP WILL BE DISASTROUS!

PARALLEL

PARALEL

EXCELLENT!

FINE.

YOU ARE IMPROVING SATISFACTORILY.

AREN'T YOU FORGETTING TO DOUBLE ONE OF YOUR CONSONANTS?

RAILWAY TRACKS ARE ..... RIBBONS OF STEEL.

THE NORTH ROAD RUNS ..... TO HIS ACREAGE.

LINES WHICH ARE ..... NEVER MEET.

BUT THINK ABOUT A ..... SITUATION.

RAILWAY TRACKS ARE PARALLEL RIBBONS OF STEEL.

SUBTLE

SUTLE

YOU ARE A SUBTLE GENIUS. SEE WHAT YOU CAN DO WITH ANOTHER WORD.

CORRECT.

GOOD.

YOU ARE LEAVING OUT A SILENT CONSONANT IN THE MIDDLE.

TIME IS A ..... THIEF OF YOUTH.

SORRY! I SHOULDN'T HAVE SAID THAT. I SHOULD BE MORE .....

HIS ..... ARGUMENTS WERE NOT UNDERSTOOD BY HIS AUDIENCE.

HE GAVE HER A ..... HINT TO LEAVE HIS PLACE.

TIME IS A SUBTLE THIEF OF YOUTH.

REMINISCE

REMINISE

WELL DONE!

RIGHT.

FINE.

AREN'T YOU FORGETTING A CONSONANT NEAR THE END? TRY AGAIN.

EVEN THOUGH HE LIKED TO ....., BILL LIVED FOR THE PRESENT.

THE PENSIONERS LIKE TO ..... ABOUT THE OLD DAYS.

OLD SOLDIERS LOVE TO ..... WITH EACH OTHER.

STILL, I MUST ..... ABOUT MY PAST.

EVEN THOUGH HE LIKED TO REMINISCE, BILL LIVED FOR THE PRESENT.

VACUUM

VACUM  
 EXCELLENT WORK!  
 YOU ARE IMPROVING SATISFACTORILY.  
 CORRECT.  
 AREN'T YOU FORGETTING TO DOUBLE A <sup>vowel</sup> CONSONANT?  
 THE ..... IN THE THERMOS KEEPS COLD FOODS COLD AND HOT FOODS HOT.  
 THEY ARE LIKE MOLECULES IN A .....  
 A ..... PUMP WAS NECESSARY FOR THE EXPERIMENT.  
 THE ..... CLEANER SALESMAN CALLED THIS AFTERNOON.  
 THE VACUUM IN THE THERMOS KEEPS COLD FOODS COLD AND HOT FOODS HOT.  
 PERCEIVE  
 PERCIEVE  
 NO DOUBT ABOUT IT. YOU HAVE PERCEIVED THE RIGHT SPELLING.  
 GOOD.  
 RIGHT.  
 THE 'I' BEFORE 'E' RULE APPLIES HERE. TRY AGAIN.  
 I COULD NOT ..... WHETHER HE WAS ILL OR JUST TIRED.  
 I ..... THAT YOU HAVE DECEIVED ME IN YOUR PERSISTENCE.  
 THIEVES WHO WORK SECRETLY HOPE THAT NO ONE WILL ..... THEIR ACTIONS.  
 IT IS DIFFICULT TO ..... ANY PROBLEM WITH THAT PLAN.  
 I COULD NOT PERCEIVE WHETHER HE WAS ILL OR JUST TIRED.  
 DILEMMA  
 DILEMA  
 DELEMMA  
 THIS WORD HAS OBVIOUSLY BEEN NO DILEMMA FOR YOU.  
 FINE.  
 YOU ARE IMPROVING SATISFACTORILY.  
 AREN'T YOU FORGETTING TO DOUBLE A CONSONANT?  
 YOU HAVE A PROBLEM WITH A VOWEL NEAR THE BEGINNING.  
 IN HIS ....., HE DID NOT KNOW WHICH ALTERNATIVE TO CHOOSE.  
 A SWIMMER AMONG DROWNING MEN WHO CLUTCH AT HIM IS IN A .....  
 YOUR ACCIDENT LEAVES ME IN A ..... REGARDING OUR WEEKEND PLANS.  
 THAT CREATES A ..... FOR YOU, DOESN'T IT?  
 IN HIS DILEMMA, HE DID NOT KNOW WHICH ALTERNATIVE TO CHOOSE.  
 CRITICIZE  
 CRITICISE  
 I CERTAINLY CAN'T CRITICIZE YOUR SPELLING.  
 CORRECT.  
 GOOD.  
 RIGHT - BUT THERE IS AN ALTERNATE SPELLING. DO YOU KNOW IT?  
 A CRITIC MAY ..... CONSTRUCTIVELY.  
 ONE SHOULD NOT ..... THOSE WHO TRY VERY HARD.  
 SURELY YOU WOULD NOT BE SO MEAN AS TO ..... A COMPUTER.  
 IT WAS IMPOSSIBLE TO ..... SUCH A FINE ESSAY.  
 A CRITIC MAY CRITICIZE CONSTRUCTIVELY.

Parameter File Listing:

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YES  
NO  
STOP